

BREAKING THE STALEMATE



LA Teachers Take On
Teacher Evaluation

Educators 4 Excellence

Los Angeles

Teacher Evaluation Policy Team
June 2012

Preface: Why We Need More Than Evaluation

“ Teacher evaluation must always be, first and foremost, about the continuous improvement of teaching in every classroom. ”

Randi Weingarten

President, American Federation of Teachers*

Unlike many other professions, teaching can feel like an isolating career. Teachers often feel alone and unsupported in their classrooms. Despite research illuminating the importance of our work, many of us have gone years without receiving meaningful feedback on our practice. When we do receive feedback, it's largely perfunctory—the act of checking off a few boxes.

As a team, we embarked on a research and policy mission to undo this problem. At first, we set out to propose a teacher evaluation system. We did the research, looking at best practices and every measurement tool imaginable.

Then, we realized that teachers and students need more than evaluation—we all deserve opportunities for growth.

Evaluation is the tool described in this paper, but professional growth is the goal. Woven throughout this policy paper are recommendations for how various measures of evaluation can support our growth and aspirations as teachers, which will in turn support the development of our students. This guided our process and priorities for building a strong evaluation system.

* NCTQ Report on Teacher Evaluation, American Federation of Teachers



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Introduction

Introduction: A Letter from the Teachers

Our Priorities for Building a Strong Evaluation System

Based in research and real-world experience

Focused on student and teacher growth

Equitable, collaborative and inclusive

Legal, feasible and affordable

Meeting the needs of multiple stakeholders

Most of us became teachers in part because our lives were touched by other teachers who made us feel that life was not only full, but overflowing with possibility. Our team of teachers wrote this policy paper because we, too, believe in the unlimited potential of our teachers and students.

In the spring of 2012, our team of diverse educators came together to combine our frontline teaching experience with national and local research on teacher evaluation. We are a truly diverse group—some of us hailing from Burma and Ukraine to Echo Park and Los Feliz. We teach in elementary, middle and high schools and in adult and alternative schools. We are leaders in our school departments, grade teams and unions. Several of us bring our experience as participants in teacher evaluation pilot programs.

We don't agree about everything, but we do agree that just as all students can learn, so too can the best teachers among us get even better. Though our differences are many, we are united by a belief that we need a teacher evaluation system that competently and compassionately promotes genuine, collaborative professional development. The need for such a system is a foundational belief of our policy paper.

Our Policy Team of teachers is taking on the elephant in the room, standardized testing, a polarizing issue in public education. We have taken on the complexity and controversy of this issue and produced a new way forward for teacher evaluation, one that unites ideas from our union and district.

This document is honest in how it reflects our desire to (1) Bridge the gap between those who make policy and those of us implementing these policies in our schools, (2) Move beyond polarizing rhetoric to have a solutions-oriented conversation about students and our careers and (3) Open our classrooms to feedback and support.

It is with this spirit of collaboration that we share our voices and welcome yours.

*The E4E-LA Teacher Evaluations Policy Team
June 2012*

Measures

Proposed Teacher Evaluation Measures

Grounded in our experiences as classroom teachers, we recommend the following system of weights and measures for teacher evaluation:

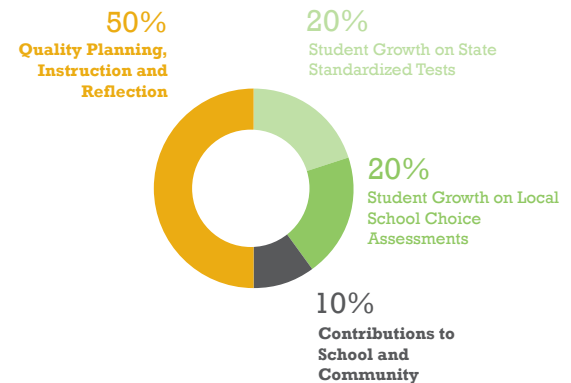
50% How We Plan, Deliver, Reflect and Set Goals for Instruction.

Replace the current “barebones” teacher evaluation rubric with a rigorous, research-based rubric. This rubric should provide clear and high expectations for teachers and meaningful feedback to identify areas for professional growth and support.

Include administrator and peer observations of teacher practice. To provide opportunities to receive summative peer feedback, we propose including peer observations as an informative tool. These informative peer observation rubrics will count as part of the “observing” teacher’s evidence of quality peer input (part of the “Professional and Community contributions portion of the evaluation system).

40% How We Help Our Students Grow Academically. Our students are the reason we teach—their success is our success. For this reason, we propose basing nearly half of our evaluation system on how our children are growing in our classrooms. Because we recognize that no one test captures student achievement, we want a balance of state standardized tests and locally designed district-approved assessments, which we are calling Local School Choice Assessments.

10% How We Strengthen Our Profession and School Community. The evaluation system should highlight our ability to build and engage community by providing stakeholder input on our work, encouraging peer collaboration and fostering professional reflection and recognition. This measure should consist of both how students experience our classrooms and schools and how we provide meaningful peer feedback.



For our differentiated recommendations on the use of Student Academic Growth Over Time, see page 13.

The Power of Local School Choice

As teachers, we have experienced the limitations and frustrations of uniform and sweeping policy prescriptions. Throughout our policy paper, we have woven in elements of school choice in order to empower the professionals in our schools to collaboratively make decisions about how an evaluation system can measure our progress toward meeting school goals.

Frequency

Proposed Teacher Evaluation Frequency

A Feasible and Meaningful System

Our peers participating in pilot evaluation programs note that conducting a thorough multiple-measure process requires significant time and resources. Teachers deserve meaningful evaluation once a year, but we recognize that our schools have limited capacity, particularly during these deep cuts to our budget and office personnel.

Our Recommendation

For this reason, we suggest conducting required multi-measure observations for the first three years of a teacher's career and every other year after that. Borrowing a sound practice from UTLA's framework on evaluation,* we believe administrators concerned about struggling teachers should be able to conduct an evaluation during any year.

* UTLA Teacher Development and Evaluation Framework (Spring 2012 Based on UTLA's Ten Principles, passed November 2010)

Other Essential Requirements

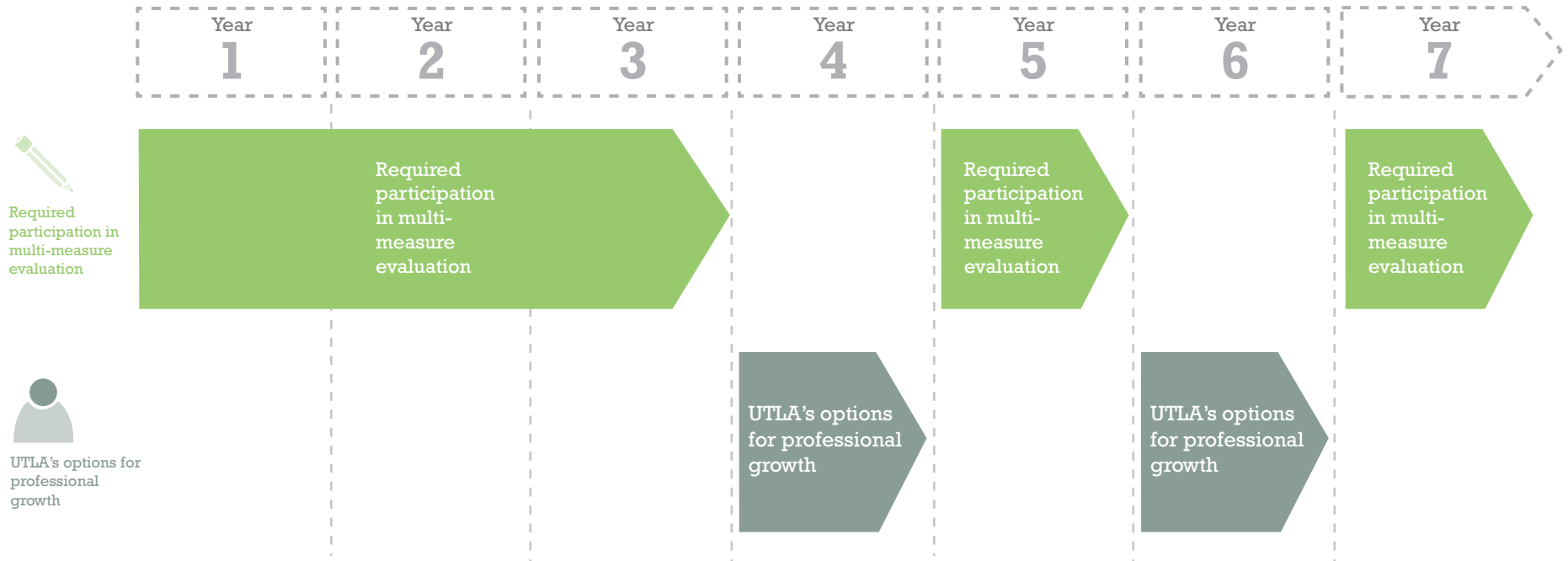
A Year of Information

To roll out the evaluation system, we suggest having the first year be a pilot "year of information" to allow our district, union, administrators and teachers to familiarize themselves with the new system prior to the evaluation system being for stakes. With this pilot, teachers and administrators can participate and provide feedback during the first year. The evaluation system during the pilot year will be "no-stakes" and used solely for information and to familiarize teachers and administrators with the new system.

Evaluating the Evaluation

The evaluation should be audited every few years to understand potential inconsistencies and assess how the system meets the needs of teachers, students, administrators and stakeholders.

Sample Timeline for a Seven-Year Teacher



“

We need to evaluate the evaluation to make sure it's improving teaching and learning in our schools.

”

William Wong

E4E Policy Team Member, Gabrielino High School

Valuing the Teaching Process

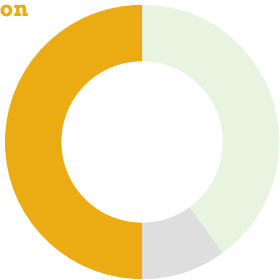
Quality Planning, Instruction and Reflection (QPIR)

50%
Quality Planning,
Instruction and
Reflection

2 administrator
observations

1-2 peer
informative
observations

Self-
assessment
portfolio of
practice and
student work



These elements of QPIR will be part of the rubric used to evaluate teacher practice. While we believe the district and the union should collectively negotiate the weight for these elements of QPIR, our team recommends placing the greatest weight on administrator observations.

Current Problem

Far too many of us experience observations that are quick, directionless, sporadic and without meaningful follow-up. As a result, our schools miss opportunities to have real dialogue about professional performance and growth.

Newfound Potential

Through observation and reflection, we can examine the link between teacher practice and student outcomes. Not only is QPIR directly linked to student achievement, but it also allows teachers to be part of an ambitious professional culture with clear, high expectations that effectively identifies specific areas for our professional growth.

The importance of assessing teacher planning, instruction and reflection:

- Assess how our teaching and classroom management influences student performance

- Provide a common language for what effective teaching looks like
- Create opportunities for teachers to receive useful, differentiated feedback that can form the foundation for professional goal setting, training and support

A Way Forward

Use multiple perspectives and information sources to evaluate teacher planning, instruction and practice.

- **Administrator Observations with Follow-Up.** Trained administrators will conduct two formal full-lesson classroom observations with pre- and post-conferences to provide context and opportunities to collaboratively set growth goals.
- **Peer Observations and Insights.** Research has shown that peer observations can be both valuable and unreliable. For this rea-

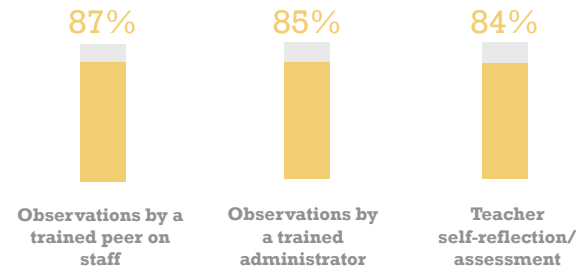
ing Process

son, peer observations should be informative, not evaluative. However, to encourage high-quality peer feedback, the observation rubrics should be included in the peer observer's Professional and Community Contributions (PCC) component score.

- **Rubrics.** QPIR will be measured with clear, comprehensive, rigorous, research-validated rubrics. Examples of performance rubrics include the LAUSD Teaching and Learning Framework, the Danielson Framework for Effective Teaching and the California Standards for the Teaching Profession.
- **Evidence-based Portfolios and Reflection.** Portfolios will include artifacts such as lesson and unit plans, IEPs, assessments and student work as well as teacher reflections on

LAUSD Teachers Speak Out

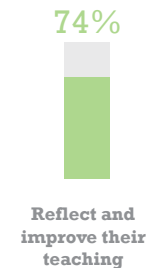
What are the essential/important elements of teacher evaluation?



(~130 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Teacher Survey. April 2012.

LAUSD Students Speak Out

It is most important that teachers do the following:



(~100 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Student Survey. April 2012.



The data tells us if students are growing toward meeting standards, but observations of practice tell us how and why students are growing.



Michael Beiersdorf
E4E Policy Team Member, Nimitz Middle School

Sample Ways the Evaluation System Can Empower School Choice

Peer Observations

Teacher Choice: Teachers will be able to select a peer to observe their practice and focus on providing input on key areas for growth defined by the observed teacher.

Team Choice: The science department may decide to focus on strengthening science vocabulary skills. Peers within the department may observe each other for evidence of how instructors integrate vocabulary building in their lessons.

School Choice: A school may set a goal of maximizing instructional time by having “bell-to-bell quality instruction” in every class. Based on this goal, peers would focus observations on how teachers use instructional time.

student work and growth. These portfolios will provide the principal with additional information about a teacher’s planning and reflection.

Implementation

While we place significant value on the importance of QPIR, we recognize the potential pitfalls to successful implementation.

LAUSD should consider:

- Training our administrators to effectively and fairly conduct observations
- Striking a balance between developing a rubric that is feasible and comprehensive
- Leveraging peers to increase perspectives and capacity for conducting observations
- Creating a common language for best practices, but avoid imposing cookie-cutter molds of teaching
- Including a system of checks and balances by including teacher data and input in principal evaluations

Supporting Professional Growth and Development

While QPIR provides a direct link to understanding the impact teacher practice has on student achievement, it can also invigorate our professional culture and school communities.

Using trends and insights from observations, our schools can:

- Determine professional growth goals and trainings
- Identify strong teacher coaches, mentors and department leaders
- Establish teacher growth goals around leadership, content and pedagogy
- Create a culture of peer learning and mutual accountability for success

Student Growth

Valuing Student Growth

Student Academic Growth Over Time (SAGT)

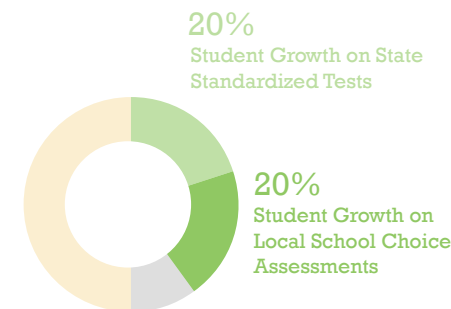
Current Problem

There is no question that we measure our success according to the academic growth of our students. The question, however, is how best to measure that growth. Student Academic Growth Over Time captures the quantifiable changes in student achievement scores on assessments from one year to the next. It is most commonly measured using “value-added models.” Numerous states and school districts across the country have included value-added data as one part of a multi-measure teacher evaluation system to “determine the ‘value’ teachers contribute to student outcomes... .”*

*“Best Practices for Including Multiple Measures in Teacher Evaluation,” Hanover Research.

In considering how best to incorporate this measure, we looked at practices used in other districts and school networks across the country. Student Academic Growth Over Time data constitutes a minimum of 40% of the overall teacher evaluation system (The College Ready Promise, Achievement First, NYC DOE and Hillsborough evaluations) and reaches a maximum of 50-55% (D.C. Impact, Indiana Rise, Denver LEAP, Houston evaluations). Like our peers in other districts, we believe a good teacher evaluation system should be centered on student achievement.

We also debated the limitations of this component of evaluation. Ultimately, we concluded that value-added models are an important way of capturing stu-



For our differentiated recommendations on the use of Student Academic Growth Over Time, see page 13.



An effective teacher creates a safe learning environment, engages and differentiates for different types of learners, has energizing rapport with students and uses formative assessment to inform instruction.



Ashley Englander
E4E Policy Team Member, Roosevelt High School

LAUSD Teachers Speak Out

What are the most essential/important elements of teacher evaluation?

93%

Information on how students are growing academically

(~130 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Teacher Survey, April 2012.

LAUSD Students Speak Out

It's most important that teachers believe:

83%

All students can learn

(~100 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Student Survey, April 2012.

The Public Speaks Out

Should test scores be part of teacher evaluation?

6 in 10

California voters said that test scores should count for at least one-third of teacher evaluations

USC Dornslife/LA Times, 2011

dent growth—which is our goal as educators—but do not capture the full picture of teacher practice and student learning. For this and other reasons, value-added models can never be used as the sole measure for evaluating teaching and learning.

Newfound Potential

We don't aim to evaluate teachers by a single measure. Nor should we evaluate student growth by a single measure. In fact, a focus on one test may lead to a narrowing of our curriculum. We argue that we not only need better assessment tools than the current state standardized tests, but we need more tools to capture the diversity of teaching and learning.

The importance of measuring student growth:

- Comply with state's education laws that require teacher evaluation be based in part on student progress toward meeting state standards as evident by state-approved tests.*
- Provide a common California yardstick for measuring student growth over time, while simultaneously pursuing local assessments of growth
- Create a culture where teachers are responsible for supporting student growth and administrators are responsible for supporting teacher growth

A Way Forward

We recommend that multiple measures of SAGT data constitute 40% of the overall teacher evaluation. To provide a rich perspective on student growth, we propose using a combination of State Standardized Tests/Common Core Assessments and Local School Choice Assessments. Local School Choice encourages our district and individual schools to identify or develop other assessments that measure student skills not being captured by current state tests.

As part of integrating more Local School Choice, schools can decide to aggregate data in a way that specifically targets their school or department goals. For instance, a school interested in fostering more collaboration may choose to use school-wide or department-wide student growth data.

To empower schools to be accountable for pursuing and measuring student growth, schools can choose from existing, pre-approved assessments or seek district approval for their own measurement tools and protocols. For example, schools can create their own district-approved assessments aligned with their curricular benchmarks and goals.

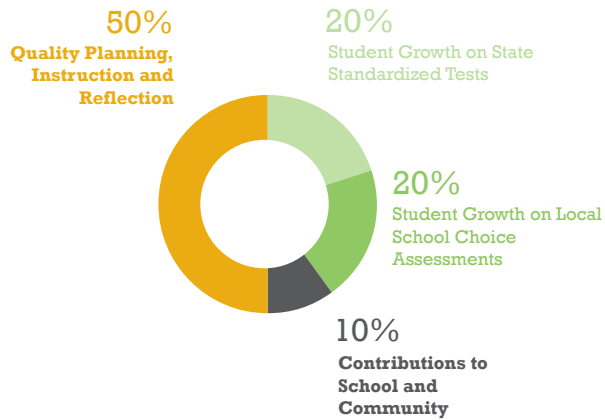
We also recognize the need for flexible growth assessments that capture the "value" of special educators, artists, physical educators, etc. Therefore, we recommend differentiating the assigned percentage weights to accurately measure growth for tested, partially tested,[†] and non-tested subjects. This is an opportunity for schools to de-

[†] The district would need to establish a uniform threshold for "partially tested" subjects.

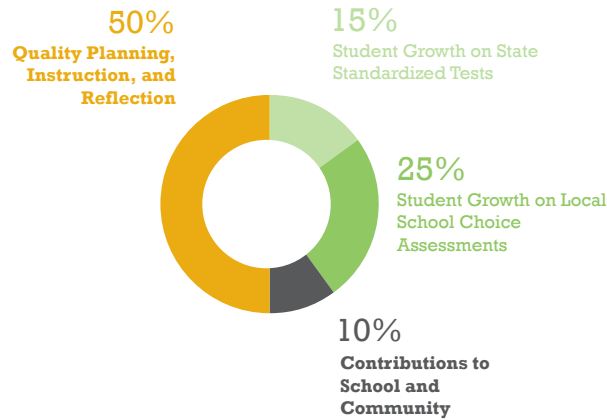
* The Stull Act, California State Education Code 44662(b)

Valuing Student Academic Growth

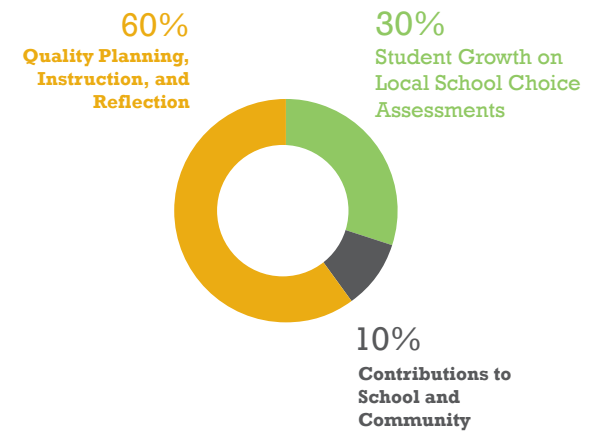
Teacher Performance Evaluation System
Tested Subjects



Teacher Performance Evaluation System
Partially Tested Subjects



Teacher Performance Evaluation System
Non-Tested Subjects



Sample Local School Choice Measures

Percent of Evaluation	Description
5%	How students within my math department grow based on Common Core/CST
15%	How my students grow based on Local School Choice Assessments

For those who teach subjects regularly tested by the California Standards Test, we propose a balance of student growth based on CST/Common Core assessments and 20% based on Local School Choice Assessments that are district approved.

Sample Local School Choice Measures

Percent of Evaluation	Description
5%	How all students in my school grow according to Common Core/CST
20%	How my students grow based on Local School Choice Assessments

For teachers of partially tested subjects, 15% of this measure will be determined by individual student scores on CST/Common Core assessments and 25% will be based on Local School Choice Assessments.

Sample Local School Choice Measures

Percent of Evaluation	Description
30%	How my students grow according to district-approved, local project-based assessments (25%) How all students in my school grow according to Common Core/CST (5%)

For teachers of non-tested subjects, 30% of their total evaluation score will be composed of student growth determined by Local School Choice Assessments. Our aim is to encourage schools to start valuing electives and non-tested subjects. Teachers of non-tested subjects would have greater weight (10% more) added to QPIR.

termine how best to measure student growth in diverse subjects.

Implementation

We urge LAUSD to pursue our recommendations around Local School Choice. Creating opportunities for schools to shape our evaluation system may create more ownership over and engagement in the process of measuring student growth. Equally important, providing Local School Choice would support the district's new focus on local school innovation, autonomy and empowerment.

The following are some strategies that LAUSD could pursue:

- Provide guidelines and online training for schools looking to develop district-approved assessments
 - Create and enforce a strong school integrity
- and accountability system for testing, with clear consequences for cheating. (For instance, we agreed that teachers should never administer or grade their own students' assessments and student assessments should be evaluated and scored by at least two teachers.)
- Create systems to ensure data is properly reported to the district and conduct random audits on compliance
 - Encourage schools currently working to use project-based learning assessments to measure growth
 - Train teachers, administrators and other stakeholders to make sense of and use student growth data
 - Replace the current district assessment bank with a robust and user-friendly online library and include all district-approved Local School Choice Assessments

Supporting Professional Growth and Development

Measuring teacher practice by student performance creates an opportunity to offer relevant professional development tailored to the needs of our students.

Using trends and insights from student growth data, our schools can:

- Set goals for how to use Local School Choice in evaluation to measure specific school growth goals
- Focus common planning sessions on school/team data trends
- Marry insights from classroom observations with data on student growth to identify best pedagogy practices

“

We need to look at how students are growing academically on a variety of assessments.

”

John Deasy
Superintendent, Los Angeles Unified School District

Community

Valuing Community

How We Strengthen Our Profession and Community

Current Problem

A singular focus on instruction and student growth misses the mark because it fails to capture the roles we perform when the bell rings. We run student clubs and afterschool tutoring, make phone calls to parents, participate in professional development and take on school leadership roles.

Newfound Potential

By focusing on a teacher’s professional and community contributions, we can highlight the teaching and learning that happens during and after the bell rings. Using student surveys, peer observation and self-reflection tools, our schools can measure and value the often “behind the scenes” work that is essential to strengthening school culture.

Assessing professional and community contributions is important because it allows us to:

- Use stakeholder input to help measure community contributions

- Recognize professional development and engagement
- Reflect on and share evidence of school contributions with administrators

A Way Forward

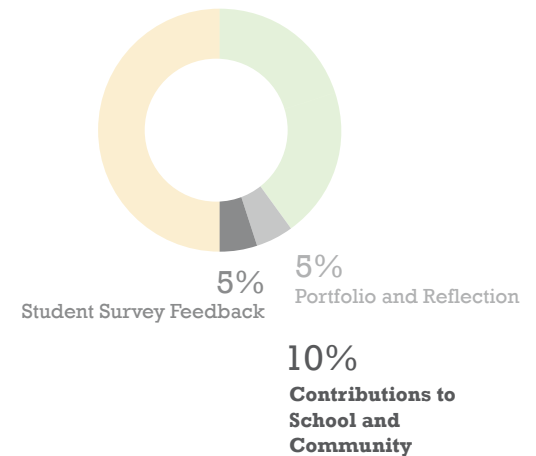
Principals don’t always have opportunities to see the full range of our work: phone calls to parents, home visits or after school meetings. To provide the full picture of a teacher’s work, we propose including stakeholder feedback and self-reflection tools.

Mini Portfolios with Peer Observations (5%)

The portfolio will feature artifacts with short reflections on professional and community contributions.

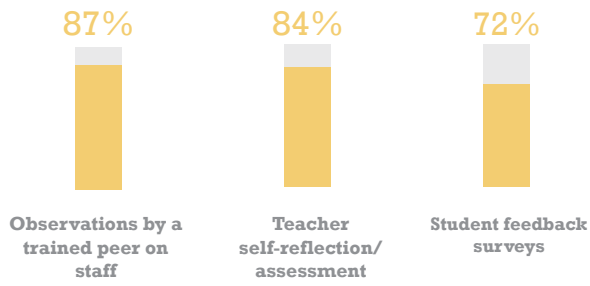
- Artifacts can be items such as professional development agendas, email student updates to parents, department meeting agenda, etc.
- The mini portfolios will be scored as part of the broader performance rubric

Teacher Performance Evaluation System Contributions to School and Community



LAUSD Teachers Speak Out

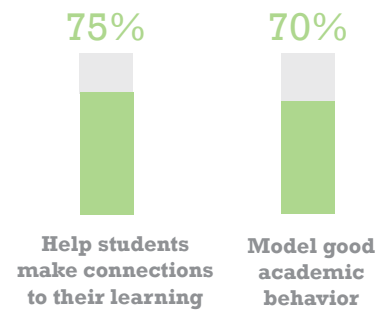
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(~130 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Teacher Survey. April 2012.

LAUSD Students Speak Out

It's most important that teachers do the following:



(~100 respondents)
Educators 4 Excellence. "Improving Teacher Evaluation." Student Survey. April 2012.

- Mini portfolios must contain at least one peer observation rubric scored for balanced, professional and specific feedback on a peer's practice

Student Survey (5%)

The Measures of Effective Teaching Project, a recent research initiative led by academics, teachers and education organizations found that high-quality student feedback surveys, when combined with other critical measures, provide diverse information on teacher practice that might not be captured through observations. As regular observers of our practice, students offer multiple perspectives and deep context.



Students are our immediate and most important customers, and any self-respecting enterprise takes customer feedback into consideration.



Mark Gozonsky
E4E Policy Team Member, Crenshaw High School

Given the importance of our students, we propose:

- District-created student surveys that address teacher instruction, student support, rigor and classroom management
- Local School Choice options for using the data to evaluate individuals or the school staff at large. These decisions should depend on the specific goals and aims for student feedback established collectively at the school site.

Surveys developed for LAUSD by UCLA’s research team

- Providing schools with guidance on dissemination plans to collect a statistically significant sample
- Creating a user-friendly and comprehensive peer observation rubric

Supporting Professional Growth and Development

The insights and best practices gleaned from observations, reflections and surveys can help our schools:

- Measure and value the non-testable elements of the teaching profession
- Create professional channels for constructive peer feedback
- Help principals to better understand and build upon our unique talents and contributions
- Use student surveys to improve communication, systems, policies and practices

Implementation

The reliability and usefulness of this measure hinges upon having a thorough system for data collection.

To make this policy a workable practice, LAUSD should consider:

- Requiring the use of peer observations as informative tools and scoring the quality of the actual observation, not the quality of the observed teacher’s instruction
- Designing clear, research-based and student-friendly surveys, such as the Tripod Survey and the Classroom and School Environment

Sample Ways the Evaluation System Can Empower School Choice

Student Surveys

School-wide student survey data: Schools may choose to set school-wide goals that they measure by looking at student survey perceptions and sharing that input and score as an entire staff.

Team-specific student survey data: Schools may choose to set team or departmental goals that they measure by looking at student survey perceptions aggregated by grade level or departments and sharing that input and score as a department or grade team.

Valuing Parent Voice

Valuing Parent Voice

How We Engage Our Students' Families

Current Problem

Clearly, the core customers are our students—who experience our instruction and our school environments every day. For this reason, student input is the primary stakeholder data used to improve teacher performance. However, parents are also customers who provide valuable input on the educational environment and experience provided within our schools. Indeed, shrinking student enrollment numbers reveal that some of our parents, as customers, are “voting with their feet” and flocking to suburbs or public charter schools in pursuit of a high-quality education.

Newfound Potential

A recent wave of parent-led advocacy efforts—particularly the passage of Parent Trigger legislation—is inspiring parents to be change agents in our schools. This advocacy, however, is most powerful when parents and educators solve problems together.

The importance of parent feedback:

- Create a culture of open communication and transparency around school climate and safety
- Strengthen communication between parents and faculty
- Gain family perspectives in order to teach “the whole child”

A Way Forward

While parents have limited exposure to individual classrooms, curriculum maps and lessons, they often know when their child is thriving in a learning environment. This is particularly true on the secondary school level where parents have multiple teachers for multiple subjects and less daily school participation. The final weight placed on this measure should be determined as part of the creation of a comprehensive school evaluation system.

ice

Parent School Satisfaction Survey

Parents should weigh in on the school culture, faculty, operations, communication and achievement at large. Parent input should be a significant part of a multi-measure school evaluation that looks at overall performance, quality of instruction, safety, communication and school culture at large.

Implementation

Unlike students who are in our buildings, parents and teachers don't regularly interact—particularly in middle and high school.

To make this policy workable, LAUSD should consider:

- Designing a clear, research-based and parent-friendly survey

- Offering multi-lingual surveys
- Providing schools with guidance on dissemination plans to collect a statistically significant sample
- Only including statistically significant data into evaluation scores

Supporting Professional Growth and Development

This measure can help schools:

- Create best practices for parent outreach
- Set school goals for improving school culture, communication and operations
- Encourage collaboration and shared accountability for school success

“ If we keep trying the same strategies to reach parents and it isn't working, then that's feedback. What we're doing isn't working, and we need to find out what will work. ”

April Bain

E4E Policy Team Member, Downtown Magnets High School

Valuing Partners

Valuing Our Partners

Our recommendations reflect research on sound strategies proposed from UTLA, LAUSD, National Board Certification and The College-Ready Promise (TCRP).

Learning from UTLA:

- Empower teachers with more input around student growth assessments
- Avoid relying on a single standardized test
- Create systems for productive peer input
- Use evidence-based portfolios to encourage reflection on teacher practice
- Emphasize the importance of the teaching process — planning and instruction

Learning from LAUSD:

- Include student growth in achievement
- Include feedback from students, peers, administrators and parents
- Provide thorough and frequent evaluations of teacher practice

Learning from National Board Certification:

- Include evidence-based portfolios that reflect on practice and analyze student work
- Create opportunities for rigorous self-reflection on practice

Learning from The College-Ready Promise consortium of charter schools:

- Incorporate stakeholder input
- Include local measures of student academic growth
- Use the evaluation system to provide a pilot phase of “information and learning” during initial implementation of the evaluation system

Conclusion

Holding high expectations for public education is a gesture of supreme respect—both to our students and our peers. Teacher evaluation is one of the most effective ways to do this. Teachers—as well as students, parents and all stakeholders in education—deserve not only a clear and trustworthy way to see where we stand, but also a clear and trustworthy way to see how we can stand taller.

Appendix

Our Process and Methodology

Identifying E4E's Policy Focus

E4E held more than a dozen focus groups with roughly 150 teachers in our district schools and polled E4E Members to identify the most important and impactful policy issues.

Reviewing Research

We met for six weeks to review research on different national teacher evaluation systems as well as local evaluation systems being proposed or piloted by UTLA, LAUSD and The College-Ready Promise consortium of charter schools.

Conducting Local Research

We conducted peer and administrator interviews as well as a student survey to gather critical stakeholder feedback. We also conducted a survey among E4E Members and non-members to understand the most essential components of teacher evaluation.

Creating a System that Honors the Rights of Students

Stull Act Language, California State Education Code 44662(b) states that,

“The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to: (1) The progress of pupils toward the standards established pursuant to subdivision, and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.”

Creating a System that Honors the Rights of Teachers

Stull Act Language, California State Education Code 44664(b) states that,

“The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee’s performance and endeavor to assist the employee in his or her performance.”

Educators 4 Excellence
Los Angeles

**TEACHER
EVALUATION
POLICY TEAM**

Deborah Albin teaches special education in North Hollywood.

April Bain teaches high school in downtown Los Angeles.

Michael Beiersdorf teaches middle school health and science in Huntington Park.

Jennifer Bentley teaches high school science in the Elysian Valley.

Kelsey Cushing teaches high school chemistry in downtown Los Angeles.

Kate Dove teaches middle school English and math in the San Fernando Valley.

Ashley Englander is a high school bilingual educator and Title I Coordinator in East Los Angeles.

Mark Gozonsky teaches high school English in Crenshaw.

Darin Gray teaches adult education in Echo Park.

Ronald Taw teaches middle school math in South Los Angeles.

Allegra Williams teaches high school special education in Hawthorne.

Lindi Williams teaches middle school math and science in downtown Los Angeles.

William Wong teaches high school geometry in the San Gabriel Valley.

For far too long, education policy has been created without a critical voice at the table—the voice of classroom teachers.

Educators 4 Excellence (E4E), a teacher-led organization, is changing this dynamic by placing the voices of teachers at the forefront of the conversations that shape our classrooms and careers.

With a quickly growing national network of more than 5,000 educators united by the E4E Declaration of Teachers' Principles and Beliefs, E4E teachers can learn about education policy and research, network at E4E's event series with like-minded colleagues and important education policymakers, and take action by advocating for teacher-created policy recommendations that lift student achievement and the teaching profession.

Learn more at Educators4Excellence.org.